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[NEW SERIES, NO. 1.] *Salem*  
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LATIN LESSONS  
FOR  
BEGINNERS,  
ON THE  
INDUCTIVE METHOD  
OF  
INSTRUCTION.

By JOHN L. PARKHURST,

Author of "Moral Philosophy," "First Lessons in Reading  
and Spelling," &c.

SECOND EDITION.

SALEM:  
IVES & JEWETT,

PORTLAND:  
COLMAN & CHISHOLM.  
1838.

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## PREFACE.

THE first part of the following lessons, was originally written for the use of a child six years of age; and the remainder was added, from time to time, as occasion required, or leisure allowed.

Having used them with success in teaching several intelligent boys, six or seven years of age, the author was induced to make them public. The result has been, that several experienced and judicious teachers have thought the book adapted, not only to children at that early age, but also to older pupils, in commencing the study of Latin; and have been so well pleased with the plan on which the lessons are constructed, as to advise that a series of books, on the same plan, should be prepared.

When used in teaching young children, they possess this recommendation,—that they may be learned at an age when the time is not of much value, and when teachers often find it difficult to occupy the attention with studies suited to the capacity.

And with regard to older pupils, the lessons are well adapted to prepare them to perceive the use of the Latin Grammar, and to pursue the study of the language with pleasure and advantage.

J. L. P.

Standish, (Me.) Nov. 11, 1837.

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## RECOMMENDATIONS.

[From Rev. ASA CUMMINGS, Editor of the *Christian Mirror*.]

“NEW CLASSIC.

“We have been much interested and delighted by the examination of a little work, entitled, ‘Latin Lessons for Beginners, on the Inductive Method of Instruction,—by JOHN L. PARKHURST.’ It is strictly an elementary classic, adapted, beyond any thing that we have seen, to *initiate* children in the Latin language. And yet it is true, as the author observes, that the child, ‘if he is properly taught, will probably derive less benefit from the knowledge of Latin which he will acquire, than from the habits of investigating, comparing, and discriminating, which he will form, and the general discipline and improvement which his mind will receive.’

"We are aware that the terms *inductive method*, have of late years been so often associated with very shallow pretensions, as of themselves to constitute but a very indifferent recommendation with many; but we assure them, that Mr. Parkhurst is no empiric. He is a master in his department; 'a workman that needeth not to be ashamed.' He is an accurate and finished scholar, of a philosophic mind and much experience; and we hope his little work will prove only the commencement of a series.

"We would just remark that this book deserves attention on the score of economy. A lad will often wear out a book worth seventy-five cents or a dollar, before he has learned as much as may be acquired from this, which costs only twelve and a half cents."

[From DYER H. SANBORN, Author of an "Analytical Grammar," &c.]

"It is decidedly the most systematic, thorough, economical, and expeditious way of advancing the tyro in Latin that has been invented. It needs only to be known and understood, to be extensively used and have its merits duly appreciated."

MR. PARKHURST,

Portland, Nov. 1837.

Dear Sir,—I have used in my school, ever since its publication, your little book entitled, "Latin Lessons for Beginners"; and intend to use it, unless I find a better, as long as I may teach the class of pupils, for whom it was most judiciously designed, and is most admirably adapted.

Yours truly,

B. CUSHMAN,  
Preceptor of Portland Academy.

Dear Sir,

Portland, Dec. 22, 1837.

I have used your "Latin Lessons for Beginners" and highly approve the work for young beginners. I like it, because it leads the pupil along in Latin by a natural process, similar to that by which he learns his own language;—first the thing itself, the facts of the language; then, the technical phraseology of the Grammarian.

Yours, &c.

S. ADAMS,  
Principal of the Free Street Female Seminary.

Gorham, Teacher's Seminary, }  
December, 1837. }

MR. PARKHURST,—It gives me much pleasure to learn that another edition of your Latin Lessons is called for. This is one of the few books for children, which are constructed in accordance with the laws of the human mind. While it teaches the important principles of the language, it furnishes highly salutary intellectual discipline.

Yours, &c.

THOMAS TENNEY.

## TO TEACHERS.

THE following Lessons, and the questions and explanations connected with them, are written on the supposition that the learner already possesses some knowledge of English Grammar. All the knowledge that will be requisite, for the present, is, that he should be able to distinguish nouns, verbs, adjectives, and personal pronouns, together with genders and numbers.—It is thought best, in the first lessons, to express the personal pronouns. The pupil can learn, hereafter, that these pronouns are commonly omitted in Latin, except when emphasis or distinction requires that they should be expressed. He can also learn, at a future time, that in Latin, the words of a sentence are seldom arranged in the same order as in English. In lessons for beginners, it is important to make every thing as simple and easy as possible. The meaning of the Latin words, with their various terminations, and the connection of those terminations with the construction of the sentence, will present sufficient difficulty to the tyro, without the perplexity arising from inversion and transposition.

The instructor is requested to keep in mind, that the learner is to be made, as far as possible, to find out his lesson by means of the Key, and by his own efforts; and that, when he fails, he is to be assisted by questions and suggestions, and by being referred to something which he has before learned, rather than by *direct telling*. If he is properly taught, he will probably derive less benefit from the knowledge of Latin which he will acquire, than from the habits of investigating, comparing, and discriminating, which he will form, and the general discipline and improvement which his mind will receive.

Let the pupil first get a lesson so that, with the book open, he can translate the Latin sentences into English, and the English ones into Latin. As soon as he can read twenty lines in this way, let his book be closed at recitation, pronounce to him the *English* of every line in order, and let him

tell the Latin. Proceed in this manner, until he can translate the twenty lines into Latin, with the book closed and without an error. Then let him get ten *new* lines to read, as before, with his book *open*. Then with his book closed, let him translate twenty lines into Latin, beginning at the eleventh line. Then let him get ten new lines, as before. Then with his book closed, let him begin at the twenty-first line, and translate twenty lines from English into Latin. And so on, alternately, reciting at one lesson, ten new lines with his book open; and at the next lesson, translating into Latin, from the lips of the teacher, or a monitor, the same ten lines, together with the ten preceding ones. These daily reviews will lay the best foundation for future progress; and, if he recites promptly, as he ought, they will occupy very little time. Much will depend on making the pupil thoroughly acquainted with the "Questions and remarks" at the foot of the page.



# LATIN LESSONS.

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1. Ille est bonus puer.\*
2. Illa est bona puella.
3. Ille est malus puer.
4. Illa est mala puella.
5. Ille est parvus puer.
6. She is a little girl.
7. Illi sunt boni pueri.
8. Illi sunt mali pueri.
9. They are little boys.

## QUESTIONS AND REMARKS.

1. There is no Latin word that means *a*.
2. Of what *gender* is *puer*? Of what *gender* is *puella*? In Latin, adjectives have *gender* and *number*, as well as nouns. *Bonus* is the masculine singular, and *bona* is the feminine singular. An adjective must be of the same *gender* and *number*, as the noun to which it belongs. When the masculine *gender* of a Latin adjective ends with *us*, how is the feminine formed?

*Ans.* By changing—into—.

7. Of what *number* is *pueri*? How is it formed?

*Ans.* by adding—to *puer*. Why is *boni* used before *pueri*? When the singular ends with *us*, how is the plural formed? *Ans.* By changing—into—.

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\* See the Key at the end of the book, which is numbered to correspond with the sentences to be translated; and is used to aid the scholar in preparing his recitations. The notes are numbered in the same manner.

10. Illæ sunt bonæ puellæ.
11. They are bad girls.
12. They are little girls.
13. Meus pater est bonus vir.
14. Mea mater est bona mulier.
15. Illa est mea soror.
16. Illæ sunt meæ sorores
17. Illi sunt boni viri.
18. Illæ sunt bonæ mulieres.
19. Ille est meus filius.
20. Illi sunt mei filii.

10. Why is *bonæ* used before *puellæ*? When the singular ends with *a*, how is the plural formed? *Ans.* By changing *a* into the diphthong *æ*. How does *æ* sound? *Ans.* Like *e* in *me*. Of what gender and number is *bonus*?—*boni*?—*bona*?—*bonæ*? What means *good* in the masculine singular?—in the feminine singular?—in the masculine plural?—in the feminine plural?

14. Why is *meus* used before *pater*, and *mea* before *mater*?

16. Pronounce, so-rō'rēz. This mark ' shows on which syllable the *accent* is placed. A *horizontal* mark, or a hyphen, over a vowel, denotes that it is to be pronounced *long*. How is *sorores* formed? You have learned *four* different ways of forming the plural; what are they? Why would it not do to say *mei sorores* as well as *meæ sorores*?

17. Pronounce, viri. How is *viri* formed? What other plural is formed in the same manner?

18. Pronounce muli'e-rēz. How is *mulieres* formed? What other plural is formed in the same manner?

20. Pronounce, fil'-i-i, making the first two syllables

21. Ille est tuus filius.
22. They are your sons.
23. Tu es meus filius.
24. Vos estis mei filii.
25. Ego sum tuus pater
26. Tuus frater est ægrotus.
27. Tui fratres sunt ægroti.
28. Your sister is sick.
29. Your sisters are sick.
30. Mea penna est bona.
31. My pens are good.
32. Meus liber est novus.

bles rhyme with the word *lily*. How is *fili* formed? What other plurals are formed in the same manner?

23. 'Es' is pronounced *eez*, sounding the *e* like *ee* and the *s* like *z*, as in the word *freeze*.

24. 'Vos' is pronounced *vose*, like *dose* or *verbose*.—Why is it *tu es* in one sentence, and *vos estis* in the other, when they both mean *you are*?

27. How is *fratres* formed? *Ans.* It is formed from *frater* by dropping—and adding—. Therefore, *fratres* is used instead of—. In what respect is *fratres* formed differently from *sorores* and *mulieres*?

30. Of what gender is *pen*, in English?—Yes, but in Latin, *penna* is called *feminine*, because it ends with *a*, like *puella*. Latin nouns that end with *a*, are feminine, whether they denote females or not.

32. Of what gender is *book*, in English? Of what gender is *liber*, in Latin? *Ans.* I suppose it is—, because it has—before it. . . . Yes, Latin nouns ending with *er*, are commonly masculine. What two have you had that were not? Why were those feminine?

33. Mei libri sunt novi.
34. Hic est meus liber.
35. Hic liber est meus.
36. Hi libri sunt mei.
37. Hæc est mea penna.
38. Hæ pennæ sunt meæ.
39. Hoc est bonum pomum.
40. Hæc sunt bona poma.
41. Ille puer est tardus.
42. Illi pueri sunt tardi.

33. How is *libri* formed? Then *libri* is used instead of—. In what respect, is it formed differently from *pueri*? What other plural is formed by dropping the same letter?

37. Pronounce, *hec*.

38. Of what gender and number is *hic*?—*hæc*?—*hi*?—*hæ*?—What means *this* in the feminine gender?—in the masculine?—What means *these* in the masculine gender?—in the feminine?

39. Of what gender do you suppose *hoc* and *bonum* are? . . . Yes, *pomum* is neuter; nouns ending with *um*, are of the neuter gender. How is *bonum* formed from *bonus*?

40. Of what gender and number is *poma*? What means *this* in the masculine gender?—in the feminine?—in the neuter? What means *these* in the masculine gender?—in the feminine?—in the neuter? The neuter plural, in Latin, is the same as what?—What means *he*? What means *she*? What means *they* in the masculine?—in the feminine?

41. When *ille* is placed before a noun, it is an adjective? What does *ille* mean, when it is a pronoun?

42. What is *illi*, when it is placed before a noun?



43. Illa uva est dulcis.  
 44. Illæ uvæ sunt dulces.  
 45. Illud pomum est dulce.  
 46. Illa poma sunt dulcia.  
 47. Hoc pomum est magnum et matu-  
     rum.  
 48. That girl is slow.  
 49. These apples are large and ripe.  
 50. Illud lignum est durum et grave.  
 51. Hæc charta est alba.  
 52. Those girls are slow.  
 53. Hoc ovum est rotundum et album.  
 54. Ille lapis est magnus et gravis.  
 55. Pluma est levis.

45. How is *dulces* formed?

45. Pronounce, *dul'cy*; *e*, in Latin, always sounds like *y*, at the end of a word of more than one syllable.—Of what gender are *illud* and *dulce*? . . . Why?

46. Pronounce, *dul'she-a*; *ci* or *ti* is always pronounced like *she*, when the *i* has another vowel after it.—Of what gender and number is *dul'cia*? How is it formed from *dulce*?—What means *that* in the masculine?—in the feminine?—in the neuter?—What means *those* in the masculine?—in the feminine?—in the neuter? Of what gender and number is *ille*?—*illi*?—*illa*?—*illæ*?—*illud*?—*illa*?

50. *Gra-vy*. Of what gender and number is *gra've*? What other adjective is *gra've* like?

51. Pronounce, *carta*; *ch*, in Latin, always sounds like *k*.

54. Of what gender is *la'pis*? How do you know?

55. What other two adjectives is *le'vis* like?

56. Feathers are light.
57. Hoc sedile est meum.
58. Ille puer non est tuus frater.
59. Illa sedilia non sunt mea.
60. Ubi est meus liber?
61. Ille non est ibi.
62. Illa avis volat.
63. Illæ aves volant.
64. Piscis natat.
65. The fishes swim.
66. Ventus flat.
67. The winds blow.
68. Illi viri ambulant.
69. That man walks.
70. Sol est lucidus.
71. Stellæ sunt lucidæ.
72. Sol lucet et ardet.
73. Stellæ lucent.

57. Pronounce, sē-di'-le. Of what gender and number is *sedile*? What two adjectives is it like?

59. Pronounce, sē-dīl'i-a. How is it formed?—What adjective is it like?

61. *Ille* is used, because *liber* is masculine; and *ille* means *it*, because the English word *book* is neuter.

62. What adjective is *avis* like?

63. How is *volant* formed? *Ans.* It is formed from—by inserting — before —.

70. Of what gender is *sol*?

73. How is *lucent* formed?

74. Pueri student.
75. The boy studies.
76. Ille puer ludit.
77. Illi pueri ludunt.
78. Hic equus currit.
79. These horses run.
80. Arida folia cadunt.
81. The dry leaf falls.
82. Meum nomen est Gulielmus.
83. Meus frater Henricus ludit.
84. Ego ambulo, et amo ambulare.
85. Ego studeo, et amo studere.
86. Ego ludo, et amo ludere.
87. I run, and I love to run.

77. How is *ludunt* formed. *Ans.* By changing — into — and inserting — before —. When a verb in the singular number ends with *at*, how does the plural end? How, when the singular ends with *it*?

78. Pronounce, e'kwus.

80. *Folia* is like *poma*.

82. Of what gender is *nomen*?

84. Am-bu-lā'rē. Of what person and number is *ambulo*?—*ambulat*?—*ambulant*?—In what *mode* is *ambulare*?

86. Studē-rē.

86. Lu'dē-rē. A *curved* mark over a vowel, denotes that it is to be pronounced *short*; and is called a *breve*.

87. If the learner should need assistance in this line, let him be assisted by the following questions; What means *he plays*? What means *I play*?—What means *he runs*?—What means *I run*?—What

88. Carolus studet et amat studere.

89. Ille legit et scribit.

90. Illi legunt et scribunt.

91. Ego lego et scribo.

92. Amo legere et scribere.

93. Studeo et disco.

94. Hic canis latrat.

95. Ille canis mordet.

96. Edit et bibit.

97. I eat and drink.

98. They eat and drink.

means *I play*?—What means *to play*?—What means *I run*?—What means *to run*?

89. In the word *gentle*, *g* sounds like *j*. Name some other words, in which *g* sounds like *j*. Name several words, in which *g* does *not* sound like *j*.—When *g* sounds like *j*, it is *soft*; when it does not, it is *hard*. What sound has *g* in *gun*?—what sound in *gypsy*?—What does *c* sound like in *cat*? What does it sound like in *cider*? Name several words, in which *c* sounds like *k*. Name some in which it sounds like *s*. When *c* sounds like *s*, it is *soft*; when like *k*, it is *hard*. Now learn and remember the following rule; IN LATIN, *c* AND *g* ARE ALWAYS SOFT BEFORE *e*, *i*, OR *y*; AND ARE HARD IN ALL OTHER CASES.—What sound has *g* in *legit*?—what sound in *legunt*?

92. Pronounce, læg'ērē and scrib'ērē.—*Amo* means the same as *ego amo*; the pronoun *ego* is *understood*.

93. *Disco* is like *ludo*.

96. *Ille* or *illa* is understood.

97. If the learner should need help, ask him questions as in No. 87.



99. Those dogs bite.  
 100. Sedet et stat.  
 101. I sit and I stand.  
 102. They sit and they stand.  
 103. These dogs bark.  
 104. Aqua est gelida.  
 105. The wind is cold.  
 106. The winds are cold.  
 107. Pluit et ningit.  
 108. Audio et intelligo.  
 109. Terra est globus.  
 110. Mundus est magnus.  
 111. Audit et intelligit.  
 112. Audiunt et intelligunt.  
 113. Terra est rotunda.  
 114. Sol est immensus globus.  
 115. Cogito et scio.  
 116. He knows and they know.  
 117. Circulus est rotundus.

101. What means *he studies*? What means *I study*? What means *he sits*? What means *I sit*? What means *he loves*?—*I love*?—*he stands*?—*I stand*?

104. Pronounce, jel'i-dus.

112. *Illi* or *illæ* is understood.

116. What means *I hear*?—*he hears*?—What means *I know*?—*he knows*? How is *audit* formed from *audio*? What means *they hear*? How is *audiunt* formed from *audit*? What means *he knows*?—*they know*?

118. Rota volvit.  
 119. Sol, luna, et stellæ fulgent.  
 120. Ridet et canit.  
 121. The wheels roll.  
 122. Nunc sum paratus.  
 123. Legunt et cogitant.  
 124. Via est recta et brevis.  
 125. I laugh and sing.  
 126. He thinks and knows.  
 127. Acetum est acidum.  
 128. Pluvia cadit.  
 129. Pluvia et nix cadunt.

118 & 120. *Volvit* and *canit* are like *ludit*.

122. Pronounce, pā-rā'tus.

124. Let the pupil now be taught to *conjugate* the verbs in the following manner;—"Amo, I love; amat, he loves; amant, they love; amare, to love." In this manner let him conjugate *volo*, *studeo*, *ludo*, and *audio*, while looking at the subjoined tabular view of the *Four Conjugations*. Then direct him to begin at No. 62, and parse the regular verbs, thus;—"Volat is a verb, of the first conjugation. Volo, I fly; volat, he flies; volant, they fly; volare, to fly. It is of the third person, singular number.

#### FOUR CONJUGATIONS.

<i>First,</i>	-o,	-at,	-ant,	-are.
<i>Second,</i>	-eo,	-et,	-ent,	-re.
<i>Third,</i>	-o,	-it,	-un,	-re.
<i>Fourth,</i>	-io,	-it,	-unt,	-ire.

127. Pronounce a-cē'tum and ac'ī-dum.

130. Ibi sunt equi, vaccæ, et oves.

131. Hic est una ovis, sed nec vacca nec equus.

132. There is one book.

133. Hic sunt duo alii libri.

134. Omne pomum est rotundum.

135. Omnis arbor crescit.

136. Multi pueri amant discere.

137. Omnes pueri amant ludere.

138. Many girls love to laugh.

139. There is another pen.

140. Hic est aliud pomum.

141. Many apples are sour.

142. Omnia lilia sunt formosa.

143. Videt et audit.

144. Jaceo et dormio.

145. Mei oculi sunt boni.

146. Every lily is beautiful.

147. They see and understand.

130. Pronounce, vak'cē. (See No. 89.)

135. *Crescit* is like *ludit*.

139. *Another* is the same in Latin, as *other* because *a*, *an*, and *the* make no Latin.

140. What neuter adjective is *aliud* like?

142. *Lilia* is like *poma*. Pronounce, for-mō'sa.—What adjective have you had like *omne*, *omnis*, and *omnia*?

143. Do not forget to conjugate the verbs.

145. Pronounce, oc'u-li.

148. He lies and sleeps.
149. Ubi est meus carus frater?
150. Jentaculum est paratum.
151. They lie and sleep.
152. Possum legere.
153. Potest studere.
154. Possunt audire.
155. He can walk.
156. I can sing.
157. They can stand.
158. Tu es bonus discipulus ; amas discere.
159. Potes scribere bene.
160. Studes et discis bene.
161. Jaces et dormis.
162. You laugh and play.
163. You walk and run.
164. You sit and think.
165. You stand and read.
166. You see and hear.
167. He writes and you write.
168. They know and you know.

150. Jentac'ulum and para'tum.

152-4. Audi-re. What does *sum* mean?—*est*?—*sunt*?

158. *Amas* may be formed from *amat* ; *studes* from *studet*, &c.

159. *Tu* is understood before *amas*, *potes*, &c.

160. Of what person and number is *studes*?



169. Discipuli veniunt.  
 170. I come ; or, I am coming.  
 171. My son comes, or is coming.  
 172. My brothers are writing.  
 173. Possum spirare et spiro.  
 174. Potes movere et moves.  
 175. He can write and does write.  
 176. They can hear and do hear.  
 177. Illa aqua fluit.  
 178. Video illam aquam.  
 179. Mea schola est jucunda.  
 180. I love my school.  
 181. He drinks cold water.  
 182. Scribo longam epistolam.  
 183. This is a long letter.  
 184. Video illum equum.

173. What does *spiro* mean? . . . What else?—  
 What else?

174. Mo-vē're. What does *moves* mean? . . .  
 What else? . . . What else?

178. Pronounce, vid'e-o. *Aquam* may be formed  
 from *aqua*. When the nominative case ends with *a*,  
 how is the accusative formed?—Such verbs as have  
 the *objective* case after them in English, commonly  
 have the accusative in Latin.

184. When the nominative plural ends with *i*,  
 how is the accusative singular formed? An ad-  
 jective must be in the same 'case' as the noun to which  
 it belongs, as well as in the same gender and num-  
 ber.

185. I love my little son.
186. Ille fluvius est latus.
187. I love a good boy.
188. I see a wide river.
189. Amo tuum fratrem.
190. Video solem, lunam, et stellas.
191. Prandium est paratum.
192. Edo meam cœnam.
193. He sees the bright sun.
194. They see many stars.
195. Lego multos libros.
196. He writes good letters.
197. I love my little sons.
198. Doceo tuas sorores.
199. Docet tuos fratres.
200. Veni, parve puer, et lege.

189. When the plural ends with *es*, how is the accusative singular formed?

190. When the nominative singular ends with *a*, how is the accusative plural formed?

192. Pronounce, se'nam. (See No. 89.)

195. Pronounce, mul'tose, li'brose. (See No. 24.)  
When the nominative plural ends with *i*, how is the accusative plural formed?

198. When the plural ends with *es*, the nominative and accusative plural are alike.

199. Why is it *tuas* before *sorores*, and *tuos* before *fratres*?

200. The *imperative mode* is formed from the infinitive, by dropping *re*.—When a person is *spoken to*, the noun is put in the *vocative case*. When the nom-

201. Sede hic, et scribe.
202. See those girls.
203. Ede illam dulcem uvam.
204. Tace, et audi mea verba.
205. Taceo, domine, et possum audire.
206. Study and learn.
207. Eat those sweet grapes.
208. Ama me, et esto bonus puer.
209. Lege hunc librum, si potes.
210. Ille amat ejus librum.
211. Illa studet ejus librum.
212. Ille liber est mei filii.
213. Illud pomum est mei fratris.
214. Illi libri sunt meæ sororis.
215. Illa penna est mei patris.
216. Those apples are my master's.
217. Ille amat ejus patrem et matrem.

inative ends with *us*, how is the vocative formed?—  
When the nominative does not end with *us*, the vocative and nominative are alike.

203. How is *dulcem* formed? Why? (No. 189.)

204. Nouns of the neuter gender always have the accusative the same as the nominative.

205. Pronounce, dŏm'i-ne.

207. For the Latin of *sweet*, see No. 198.

210. The genitive case in Latin, is nearly the same as the possessive case in English.

212. When the nominative plural ends with *i*, or *æ*, the genitive singular ends in the same manner.

213. When the plural ends with *es*, the genitive singular is formed by changing *es* into *is*.

218. Semper amabo te.  
 219. Veniam et videbo.  
 220. Legam et studebo.  
 221. Veniet et videbit.  
 222. Legent et studebunt.  
 223. I will walk and think.  
 224. I will run and play.  
 225. I will sit and write.  
 226. The man will walk.  
 227. The men will walk.  
 228. The sun will shine.  
 229. The stars will shine.  
 230. Puer curret et ludet.  
 231. Boys will run and play.  
 232. The birds will fly.  
 233. The boy will study.

218-220. Am-ā'bo, vi-dē'bo, stu-dē'bo.

219. The *future tense*, in the first and second conjugations, may be formed from the infinitive, by changing *re* into *bo* ; and in the third and fourth conjugations, it may be formed from the indicative present, by changing *o* into *am*. Give examples in each conjugation.

221. The *third person singular*, of the future tense, is formed from the first person singular, by changing *o* into *it*, and *am* into *et*. Give examples.

222. The *third person plural* is formed by changing *it* into *unt* and *et* into *ent*. What is this like, which you have had before? (See No. 77 and No. 73.)



234. He will always love me.  
 235. The winds will blow.  
 236. A dog will stand and bark.  
 237. Dogs will bark and bite.  
 238. Dry leaves fall and will fall.  
 239. A horse runs and will run.  
 240. They will sit and write.  
 241. He will stand and read.  
 242. They will laugh and sing.  
 243. Tu videbis et audies.  
 244. Cogitabis et disces.  
 245. You will laugh and sing.  
 246. You will come and walk.  
 247. Nos sumus omnes parati.  
 248. Ambulamus et studemus.  
 249. Legimus et audimus.

238. See No. 80.

243. The *second person singular* may be formed in the *future* tense in the same manner as in the present. (See No. 158.)

247. For the pronunciation of *nos*, see No. 24 and No. 195.

248. Ambulāmus, studēmus. The last syllable but one in a word, is called the *penult*; and a *long* penult is always *accented*.—The *first person plural* may be formed from the third person singular, by changing *t* into *mus*. The vowel before *mus* is to be pronounced *short* in the third conjugation, and *long* in the others.

249. Legīmus, audīmus. Why is the accent on

250. We sit and think.  
 251. We run and play.  
 252. We lie and sleep.  
 253. We stand and laugh.  
 254. Docebimus et discemus.  
 255. Veniemus et parabimus.  
 256. We will walk and study.  
 257. We will eat and sleep.  
 258. Ille est verus amicus.  
 259. Vos estis mei amici.  
 260. Ambulatis et studetis.

the penult in *audimus*? Why is it *not* on the penult in *legimus*?

254. Do-ceb'imus; discē'mus. The last syllable but *two* in a word, is called the *antepenult*. When the penult is short, the accent is on the antepenult. Where is the accent in discēmus? Why? Where is the accent in docebimus? Why?—The first person plural is formed in the *future tense* in the same manner as in the present; except that the vowel before *mus* is *short* in the *first* and *second* conjugations, and *long* in the *third* and *fourth*.

255. Veniēmus, pa-rab'imus. (See No. 248.)

258. Pronounce, amī'cus. (See No. 89)

259. The *second person plural*, both in the present and future tenses, may be formed from the third person singular by adding *is*, making the vowel before *is* long and short as in the first person plural.

260. Ambulā'tis, studē'tis. In time to come, let all the verbs in the *present tense*, be *declined* in the following manner;—"Amo, I love; amas, you love; amat, he loves; amamus, we love; amatis, you love; amant, they love."

261. You read and hear.  
 262. You sit and think.  
 263. You lie and sleep.  
 264. Jacebitis et dormietis.

## DECLENSION OF VERBS.

INDICATIVE MODE. *Present Tense.*

Singular Number.			Plural Number.		
1st Person.	2d Person.	3d Person.	1st Person.	2d Person.	3d Person.
-o,	-as,	-at;	-āmus,	-ātis,	-ant.
-eo,	-es,	-et;	-ēmus,	-ētis,	-ent.
-o,	-is,	-it;	-īmus,	-ītis,	-unt.
-io,	-is,	-it;	-īmus,	-ītis,	-iunt.

264. Ja-ceb'ītis, dormiētis. Let the verbs in the *future* tense be declined thus; "Dormiam, I shall sleep; dormies, you will sleep; dormiet, he will sleep; dormiemus, we shall sleep; dormietis, you will sleep; dormient, they will sleep."

INDICATIVE MODE. *Future Tense.*

Singular Number.			Plural Number.		
1st Person.	2d Person.	3d Person.	1st Person.	2d Person.	3d Person.
-ābo,	-ābis,	-ābit;	-ab'īmus,	-ab'ītis,	-ābunt.
-ēbo,	-ēbis,	-ēbit;	-eb'īmus,	-eb'ītis,	-ēbunt.
-am,	-es,	-et;	-ēmus,	-ētis,	-ent.
-iam,	-ies,	-iet;	-iēmus,	-iētis,	-ient.

265. You will walk and study.  
 266. You will read and hear.  
 267. You will sit and think.

268. Ego cogitabam.  
 269. Stabam et legebam.  
 270. Sedebam et audiebam.  
 271. Ille stabat et illi legebant.  
 272. He was sitting and they were hearing.  
 273. The birds were flying and singing.  
 274. The fishes were swimming and playing.  
 275. The wind was blowing and the rain  
       falling.  
 276. I was walking and he was studying.  
 277. Equi currebant et saliebant.  
 278. Equi sæpe currunt et saliunt.  
 279. Veniebat, et nunc venit.  
 280. It was raining and snowing.  
 281. They were lying and sleeping.  
 282. They now lie and sleep.  
 283. They will lie and sleep.  
 284. Tu stabas et legebas.  
 285. You sat and heard.

268-270. Cogitābam, legēbam, &c. The *imperfect tense* is formed from the present tense, in the *second* conjugation, by changing *o* into *bam*; in the *first*, by changing *o* into *abam*; and in the *third* and *fourth*, by changing *o* into *ebam*. The third person singular is formed by changing *m* into *t*; and the other persons, in both numbers, are formed as in the present tense of the first conjugation.

286. You lay and slept.  
 287. Nos cogitabamus.  
 288. We were standing and reading.  
 289. We were sitting and hearing.  
 290. Legebatis et audiebatis.  
 291. Stabatis et ridebatis.  
 292. Amo et amor.  
 293. I teach and am taught.  
 294. I hear and am heard.  
 295. I shall love and be loved.  
 296. I shall teach and be taught.  
 297. Videbam et videbar.

290. Let the verbs in the *imperfect* tense, be declined thus ; “Stabam, I stood or was standing ; stabas, you stood or were standing ; stabat, he stood or was standing ; stabamus, we stood or were standing ; stabatis, you stood or were standing ; stabant, they stood or were standing.”

#### INDICATIVE MODE. *Imperfect Tense.*

##### Singular Number,

##### Plural Number.

1st Person. 2d Person. 3d Person. 1st Person. 2d Person 3d Person.

-ābam, -ābas, -ābat ; -abāmus, -abātis, -ābant.

-ēbam, -ēbas, -ēbat ; -ebāmus, -ebātis, -ēbant.

-ēbam, -ēbas, -ēbat ; -ebāmus, -ebātis, -ēbant.

-iēbam, -iēbas, -iēbat ; -iebāmus, -iebatis, -iēbant.

292. When the *active voice* ends with *o*, the *passive* is formed by adding *r*.

297. When the *active voice* ends with *m*, the *passive* is formed by changing the *m* into *r*.

298. I loved and was loved.  
 299. I heard and was heard.  
 300. Inveniam et inveniar.  
 301. I shall understand and be understood.  
 302. Amant et amantur..  
 303. Amat et amatur.  
 304. They see and are seen  
 305. They are heard and are taught.  
 306. He teaches and is taught.  
 307. He hears and is heard.  
 308. The books are read.  
 309. Meus liber legitur.  
 310. They will love and be loved.  
 311. He will teach and be taught.  
 312. I shall hear and be heard.  
 313. He will hear and be heard.  
 314. Good books will be read.  
 315. A good book will be read.  
 316. I was heard and he was heard.  
 317. I was loved and they were loved.  
 318. Amamus et amamur.  
 319. We teach and are taught.
302. When the active voice ends with *t*, the passive is formed by adding *ur*.  
 303. Pronounce, am-ā'tur.  
 309. Pronounce, leg-ĭtur.  
 318. When the active voice ends with *mus*, the passive is formed by changing the *s* into *r*.



320. We hear and are heard.  
 321. We shall be heard and taught.  
 322. Videbamus et vocabamur.  
 323. We were heard and understood.  
 324. Unus et duo sunt tres.  
 325. Duo et tres sunt quinque.  
 326. Tres et quinque sunt octo.  
 327. Quinque et octo sunt tredecim.  
 328. Unus et tres sunt quatuor.  
 329. Tres et quatuor sunt septem.  
 330. Quatuor et septem sunt undecim.  
 331. Septem et undecim sunt octodecim.  
 332. Duo et quatuor sunt sex.  
 333. Quatuor et sex sunt decem.  
 334. Sex et decem sunt sexdecim.  
 335. Quatuor et quinque sunt novem.  
 336. Quinque et novem sunt quatuordecim.  
 337. Quatuor et octo sunt duodecim.  
 338. Octo et duodecim sunt viginti.  
 339. Sex et novem sunt quindecim.  
 340. Septem et decem sunt septendecim.  
 341. Octo et undecim sunt novemdecim.  
 342. Decem et viginti sunt triginta.

324. See No. 131 and No. 133.

330. Pronounce, un'dĕcim.

343. Viginti et triginta sunt quinquaginta.  
 344. Triginta et quinquaginta sunt octoginta.  
 345. Viginti et octoginta sunt centum.  
 346. Decem et triginta sunt quadraginta.  
 347. Triginta et quadraginta sunt septuaginta.  
 348. Quadraginta et quinquaginta sunt nonaginta.  
 349. Viginti et quadraginta sunt sexaginta.  
 350. Ille, qui studet, discet.  
 351. Illa, quæ venit, est mea filia.  
 352. Pomum, quod cadit, est maturum.  
 353. Illi, qui faciunt recte, amabuntur.  
 354. Puellæ, quæ veniunt, sunt formosæ.  
 355. Poma, quæ cadunt, sunt matura.  
 356. Puer, quem vides, est meus filius.  
 357. Mulier, quam videbam, est mortua.  
 358. Pomum, quod edo, est dulce.  
 359. Pueri, quos amas, veniunt.  
 360. Pennæ, quas habeo, sunt malæ.  
 361. Poma, quæ edebam, erant dulcia.  
 362. He, who does right, will be loved.  
 353. Pronounce, fa'she-unt. (See No. 46.)  
 361. Of what gender, number, and case, is *quem*?  
 —*quam*?—*quos*?—*quas*? Of what different genders, numbers and cases, is *qui*?—*quæ*?—*quod*?

363. The grape, which he found, was sweet.
364. I saw the grapes, which he ate.
365. Quis es tu, juvenis?
366. Qui estis vos, juvenes?
367. Quid facis, amice?
368. Quid facitis, pueri?
369. Hic est jucundus locus.
370. Veni ad me ; ambula, curre.
371. Veni ad hunc locum.
372. Sta in hoc loco.
373. Lege in tuo libro.
374. Dormi in tuo lectulo.
375. See the water in that river.
376. Ambulo cum meo filio.

365. What kind of pronoun is *quis*? In what case is *juvenis*?

368. Pronounce, fas'si-tis. A few verbs in *io* belong to the *third* conjugation, and are declined thus, in the present tense ; -io, -is, -it, -imus, -itis, -iunt. As, Capió, I take ; capis, you take ; capit, he takes ; capimus, we take ; capitis, you take ; capiunt, they take. In the infinitive, Capere, to take ; facere, to do or make.

370. The preposition *ad* governs the accusative

372. The Latin preposition *in*, when it signifies the same as in English, governs the ablative. When the genitive ends with *i*, (No. 212) the ablative is formed by changing the *i* into *o*.

376. The preposition *cum* governs the ablative.

377. Walk to school with your son.  
 378. Pisces natant in aquâ.  
 379. Mittor à meo patre.  
 380. Walk to the road, and walk in the road.  
 381. Vivunt in hoc mundo.  
 382. Spero vivere in alio mundo.  
 383. Da illum librum mihi.  
 384. Facio pennam tibi.  
 385. Dabo hunc librum meo filio.  
 386. Dabit pomum tuæ filiæ.  
 387. Possum dare nihil tuo fratri.  
 388. Debemus esse benigni omnibus.  
 389. Hic est liber; lege eum.

378. When the nominative ends with *a*, the ablative is the same with a *circumflex* over the *â*.

379. The preposition *à* governs the ablative.—When the genitive ends with *is*, (No. 213) the ablative is formed by changing the *is* into *e*.

384. *Mihi* and *tibi* are in the *dative case*. The dative case is commonly expressed in English by *to* or *for*.

385. When the ablative ends in *o*, the dative ends in the same manner.

386. When the nominative ends in *a*, the genitive and dative are alike.

387. When the genitive ends in *is*, the dative is formed by dropping the *s*.

388. When the nominative plural ends in *es*, the dative and ablative plural are formed by changing *es* into *ibus*.

390. Hæc est uva ; ede eam.  
 391. Hoc est pomum ; ede id.  
 392. Quale pomum est illud ?  
 393. Quantum cupis ?  
 394. I teach your sister.  
 395. What kind of apples are those ?  
 396. Quot uvas habes ?  
 397. Bonus puer paret sine morâ.  
 398. Deus regit mundum.  
 399. Omnis spes est in Deo.  
 400. Hic est finis hujus libri.

400. The genitive is frequently expressed in English by the preposition *of*. (No. 210.)

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## A FEW LESSONS ON DERIVATION.

‘Maker’ is *derived* or formed from ‘make,’ by adding the letter *r*. ‘Swiftly’ is derived from ‘swift,’ by adding the syllable *ly*. ‘Maker’ and ‘swiftly’ are called *derivatives*, or derivative words. ‘Make’ and ‘swift’ are called *primitives*, or primitive words. Derivatives are words, which are derived, or formed, from other words ; and primitives are the words from, which other words are derived.

From what is the adjective ‘changeable’ derived ?—‘beautiful’ ?—‘lifeless’ ?—‘virtuous’ ? From what is the noun ‘happiness’ derived ?—‘improvement’ ?—‘certainty’ ?—‘connection’ ?

Many English words are derived from Latin words ; and to learn the derivation of such words, will help you very much to understand and remember their meaning. The English adjective '*puerile*' is derived from the Latin noun '*puer*'. And '*puerile*' means *boyish* or *childish*, because '*puer*' means a *boy*.

1. '*Paternal* care' means a *father's* care. From what Latin noun is the adjective '*paternal*' derived?—What does '*pater*' mean? [Ask this last question in every instance, as soon as the pupil has named the Latin primitive.]

From what is '*maternal*' derived? What does '*mater*' mean? What does '*maternal* love' mean?

From what is '*fraternal*' derived? What does '*fraternal* affection' mean?

*Filial* duty is what a *son* or *daughter* ought to do for a parent. From what is '*filial*' derived? What does each mean?

'*Juvenile*' means *youthful*, or belonging to the *young*. From what is it derived?

'*Solar* light' means the light of the *sun*. From what is '*solar*' derived? From what is '*lunar*' derived? What is a *lunar eclipse*?

A *library* contains *books*. From what Latin word is '*library*' derived?

Sometimes boys are *tardy* in getting to school.—From what is '*tardy*' derived?

'*Plumage*' means the *feathers* on a bird. From what is '*plumage*' derived?

'*Foliage*' means the *leaves* on trees. From what is '*foliage*' derived?

An *oval* is shaped like an *egg*. From what is '*oval*' derived?

The *final* letter of a word, is the *last* letter, or the letter at the *end* of the word. From what is '*final*' derived?

*Apples*, after being ground and having the juice pressed out, are called *pomace*. From what is '*pomace*' derived?



Any thing that is *new*, has *novelty*. From what Latin word is 'novelty' derived?

'*Maturity*' means *ripeness*. Things come to maturity, when they get *ripe*. From what Latin word is 'maturity' derived?

'*Magnitude*' means *greatness* or size. From what is 'magnitude' derived?

'*Multitude*' means a great *many*. From what is 'multitude' derived?

*Aquatic* birds are those that are much in the *water*. From what is 'aquatic' derived?

'*Rotary*,' and '*rotatory*' mean *turning round* like a *wheel*. From what are they derived?

'*Gravity*' sometimes means *heaviness* or weight. From what is 'gravity' derived?

'*Levity*' means *lightness*. From what is 'levity' derived?

'*Brevity*' means *shortness*. From what is 'brevity' derived?

'*Terrestrial*' means *earthly*. From what is 'terrestrial' derived?

A *current* is a *running* stream; as, a current of water, a current of air. From what is the word 'current' derived?

An *audible* voice is a voice that can be *heard*. From what is 'audible' derived?

Anything that can be *read*, is *legible*. From what is 'legible' derived?

Anything is *intelligible*, which we can *understand*. From what is 'intelligible' derived?

'*Amiable*' means *lovely*, or worthy to be *loved*. From what is 'amiable' derived?

Anything is *edible*, that may be *eaten*. From what is 'edible' derived?

A *wine-bibber* means a *wine-drinker*, or a drunkard. From what is 'bibber' derived?

To *scribble* is to *write* carelessly. From what is 'scribble' derived?

To *deride* means to *laugh at*. From what is the last syllable derived?

'*Cogitation*' means *thought* or *thinking*. From what is it derived?

A *sedentary* employment is what a person may do *sitting*. From what is 'sedentary' derived?

A *dormitory* is a room to *sleep* in. From what is 'dormitory' derived?

Two things are *united*, when they are made into *one*. From what are 'unite' and 'union' derived?

Anything is *possible*, which *can* be done. From what is 'possible' derived?

'*Docile*' means *teachable*, or willing to be taught. From what is it derived?

'*Taciturnity*' means *silence*, or backwardness to speak. From what is it derived?

'*Amicable*' means *friendly*. From what is it derived?

The *vocative* case is used in *calling* or speaking to a person. From what is the word 'vocative' derived?

'*Omniscience*' means *knowing all things*. It is derived from *two* Latin words: what are they?

The *quality* of a thing means, *what kind of* thing it is,—whether good or bad. From what is 'quality' derived?

The *quantity* of a thing means, *how much*, there is of it. From what is 'quantity' derived?

In arithmetic, the *quotient* shows *how many times* one number is contained in another. From what is 'quotient' derived?

*God* is called the *Deity*. From what is the word 'Deity' derived?

2. What does 'amiable' mean? From what is 'amiable' derived? What does 'amo' mean? [Ask the same three questions on each of the following words.]

Amicable, aquatic, audible, bibber, brevity, cogitation, current, Deity, deride, docile, dormitory, edible, filial, final, foliage, fraternal, gravity, intelligible,

juvenile, legible, levity, library, lunar, magnitude, maternal, maturity, multitude, novelty, omniscience, oval, paternal, pomace, plumage, possible, puerile, quality, quantity, quotient, rotary, scribble, sedentary, solar, taciturnity, tardy, terrestrial, unite, vocative.

3. What does 'puer' mean? What English word is derived from 'puer'? What does 'puerile' mean? [Ask these three questions in the same order, on each of the following words.]

Pater, mater, filius, frater, liber, novus, pomum, tardus, magnus, maturus, gravis, ovum, pluma, levis, curro, folium, amo, lego, scribo, edo, bibo, sedeo, aqua, audio, intelligo, terra, cogito, rota, sol, luna, rideo, brevis, unus, omnis and scio, multi, dormio, possum, doceo, taceo, amicus, voco, juvenis, filia, qualis, quantus, quot, Deus, finis.

4. What are apples called, after being ground and having the juice pressed out?

What is a collection of *books* called?

What word, derived from the Latin, means 'brotherly' or 'belonging to a brother'?

What derivative word means 'boyish' or 'childish'?

Any thing which *can* be done, is said to be — what?

What case in Latin is used in *calling* or speaking to a person?

What is a *wine-drinker*, or a drunkard, called in the Bible?

What word means 'belonging to a son or daughter'?

What is a figure called, that is shaped like an egg?

Any thing that can be *eaten*, is said to be — what?

What word means, 'earthly' or 'relating to the earth'?

What word means, 'a knowledge of every thing'?

What is the letter at the *end* of a word called?

What word means, 'fatherly' or 'belonging to a father'?

What are the *feathers* on a bird called?

What word, derived from the Latin, means '*friendly*'?

What derivative word means '*God*'?

What word sometimes means '*heaviness*' or '*weight*'?

A voice that can be *heard*, is said to be — what?

What, in arithmetic, shows *how many times* one number is contained in another?

*How much* there is of a thing, is denoted by — what word?

What is the *largeness* or size of a thing called?

What word means '*lightness*'? — '*newness*'?

What are the *leaves on trees* called?

What word means '*lovely*' or '*worthy to be loved*'?

What word, derived from the Latin, means '*to laugh at*'?

What is a *mother's* love called?

What is an eclipse of the *moon* called?

What word means '*a great many*'?

What word means, '*to make two or more things into one*'?

What word means '*ripeness*'? — '*shortness*'? — '*slowness*'?

What is a *running* stream called?

Writing which can be *read*, is — what?

A habit of *sitting* much is called — what?

## KEY TO LATIN LESSONS.

- |                        |                       |
|------------------------|-----------------------|
| 1. He is a good boy.   | 15. ——— sister.       |
| 2. She is a good girl. | 19. ——— son.          |
| 3. — a bad —.          | 21. — your —.         |
| 5. — a little —.       | 23. You are —.        |
| 7. They are good boys. | 24. You are —.        |
| 10. They — good girls. | 25. I am —.           |
| 13. My father — man.   | 26. — brother — sick. |
| 14. My mother — woman. | 30. — pen —.          |

32. — book — new.  
 34. This ———.  
 36. These ———.  
 37. This ———.  
 38. These ———.  
 39. This — apple.  
 41. That — slow.  
 42. Those ———.  
 43. That grape — sweet.  
 47. — large and ripe.  
 50. — wood — hard and heavy.  
 51. This paper — white.  
 53. — egg — round.  
 54. — stone ———.  
 55. A feather is light.  
 57. — seat ———.  
 58. — is not ———.  
 60. Where ——— ?  
 61. It ——— there.  
 62. — bird flies.  
 63. — fly.  
 64. The fish swims.  
 66. The wind blows.  
 68. — walk.  
 70. Sun — bright.  
 71. Stars ———.  
 72. — shines and burns.  
 74. — study.  
 76. — plays.  
 78. — horse runs.  
 80. The dry leaves fall.  
 82. — name — William.  
 83. — Henry ———.  
 84. I walk, and I love to walk.  
 88. Charles ———.  
 89. He reads and writes.  
 93. — learn.  
 94. — dog barks.  
 95. — bites.  
 96. He eats and drinks.  
 100. He sits and stands.  
 104. Water is cold.  
 107. It rains and snows.  
 108. I hear and understand.  
 109. The earth is a globe.  
 110. The world ———.
114. — immense ———.  
 115. I think and know.  
 117. A circle ———.  
 118. A wheel rolls.  
 119. — moon — shine.  
 120. He laughs and sings.  
 122. Now — prepared.  
 124. The way ( or road ), is direct and short.  
 127. Vinegar is sour.  
 128. Rain ———.  
 129. — snow ———.  
 130. There — cows and sheep.  
 131. Here — one —, but neither — nor —.  
 133. — two other ———.  
 134. Every ———.  
 135. Every tree grows.  
 136. Many ———.  
 137. All ———.  
 142. All lilies — beautiful.  
 143. He sees ———.  
 144. I lie and sleep.  
 145. — eyes ———.  
 149. — dear ———.  
 150. Breakfast ———.  
 152. I am able to read ; or, I can read.  
 153. He is able ; or, he can —.  
 154. They are able ; or, they can —.  
 158. — scholar ; you love —.  
 159. You can — well.  
 160. You study and learn —.  
 169. — come ; or, are coming.  
 173. I can breathe, and I do breathe.  
 174. — move ———.  
 177. — flows.  
 178. *In the Accusative Case.*  
 179. — school — pleasant.  
 182. I am writing a long letter.  
 184. — that horse. *In the Accusative Case.*  
 186. That river is wide.  
 189. — brother. *In the Accusative Case.*

190. — stars. *In the Accusative plural.*  
 191. Dinner —.  
 192. — supper.  
 195. *Accusative plural.*  
 198. I teach —.  
 200. Come, little — read.  
 204. Be silent, — words.  
 205. Sir; *or*, master —.  
 208. — me — he —.  
 209. — this —, if —.  
 210. — his —. *In the Genitive Case.*  
 211. — her —. *In the Genitive.*  
 212. *Genitive Case.*  
 218. I shall always love you.  
 219. I will come and see.  
 221. He will come and see.  
 223. Ambulabo et cogitabo.  
 226. Homo —.  
 227. Homines ambulabunt.  
 228. — fulgebit.  
 232. Aves volabunt.  
 233. Puer studebit.  
 235. Venti flabunt.  
 236. — stabit —.  
 239. — curr'rit — cur'ret.  
 243. You will see —.  
 246. Venies —.  
 247. We are —.  
 248. We walk —.  
 252. See 144.  
 254. We will teach —.  
 255. — prepare.  
 258. — a true friend.  
 260. You walk —.  
 264. You will lie —.  
 265. Ambulabitis —.  
 268. I thought; *or*, was thinking.  
 277. — were jumping.  
 278. — often; *or*, frequently —.  
 280. See 107.  
 287. We thought; *or*, were thinking.  
 290. You were reading and hearing.  
 292. — I am loved.  
 300. I shall find —.  
 302. — they are loved.  
 318. — we are loved.  
 322. — were called.  
 350. — who —.  
 351. — who — daughter.  
 352. — which —.  
 353. — who do right —.  
 356. — whom; *in the Accusative.*  
 357. — dead.  
 360. — which I have —.  
 361. — were —.  
 365. Who — young man?  
 367. What are you doing, —?  
 369. — place.  
 370. — to —.  
 372. — place; *in the Ablative Case.*  
 374. — bed.  
 376. — with —.  
 379. I am sent by —.  
 381. They live — world.  
 382. I hope —.  
 383. Give — to me.  
 384. I am making — for you.  
 385. — to my son.  
 386. — to your daughter.  
 387. — nothing to —.  
 388. We ought to be kind to all.  
 389. — read it; *Accusative, masculine.*  
 392. What kind of —?  
 393. How much do you want?  
 396. How many —?  
 397. — obeys without delay.  
 398. God governs —.  
 399. — hope —. (See No. 382.)  
 400. — end of this —.

ERRATA.—P. 11, No. 44, for 'avam' read 'uvæ'; p. 16, for 'un' read 'unt', and for 'unt' read 'iunt.'



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